



United Nations  
Educational, Scientific and  
Cultural Organization



UNESCO  
Associated  
Schools

Change Initiative Global Meeting

# RESOURCE KIT

## UNESCO Associated Schools Network (ASPnet) Teacher Education & Training Institutions for Global Citizenship Education and Sustainable Development

### Background & Context

This resource kit is the result of a Global Meeting of ASPnet Teacher Education & Training Institutions from 18 countries and all regions on Transformative Education, held online from 31 May – 4 June 2021.

Transformative Education calls for rethinking what we learn, where we learn and how we learn. Well-trained, motivated and supported teachers are a key input for inclusive, quality education. This kit intends to provide relevant resources for deans, teacher educators and student teachers to reflect, get inspired and take action to foster global citizens for sustainable development.

The kit includes short video recordings of topical presentations and discussions, presentation files, visuals of participants' reflections as well as a picture gallery. Each page also contains UNESCO publications, video tutorials and relevant websites for further reading.

Complementary to the Resource Kit are the [Global Meeting Concept Note & Programme](#) as well as the [Joint 2021 Invitation](#).

### Overview of Global Meeting Resource Kit



Transformative  
Education: Fostering  
Global Citizens for  
Sustainable Development



“Story Circles”  
Training of trainers  
on inter-cultural  
competencies



Enacting  
Transformative  
Education



Future Perspectives  
for ASPnet TEIs &  
Global Collaborative  
Action

# Transformative Education: Fostering Global Citizens for Sustainable Development

## Session 1. Plenary

### Shaping minds for more just, peaceful, inclusive and sustainable societies

*The Global Meeting's opening session provided inspiration and insights on why we need transformative education and why we need it now.*

#### Global Meeting Opening Remarks

- Mr Christopher Castle, Chief of Section for Health and Education, on behalf of Ms Vibeke Jensen, Director, Division of Peace and Sustainable Development, UNESCO
- Mr Yi Wang, Director of the Office of International Cooperation and Exchanges, the Education Department of Hainan Government, People's Republic of China
- Ms Nan Jia, Deputy Director, Education Division, National Commission of the People's Republic of China for UNESCO



[VIDEO RECORDING](#)

#### Keynote speech

[Mr Arjen Wals](#), Professor of Transformative Learning for Socio-Ecological Sustainability at Wageningen University (the Netherlands); UNESCO Chair of Social Learning and Sustainable Development



[VIDEO RECORDING](#)



[PPT PRESENTATION](#)

#### Open Dialogue between keynote speaker and ASPnet TEI representatives

- Mr Arjen Wals, Professor of Transformative Learning for Socio-Ecological Sustainability at Wageningen University (the Netherlands); UNESCO Chair of Social Learning and Sustainable Development
- Mr Alfredo T. Magat, Student Teacher, Philippine Normal University (the Philippines)
- Mr Patson Besa, Student Teacher, Mansa College of Education (Zambia)
- Ms Graciela Ester Mandolini, Dean, Instituto Superior De Profesorado Nro. 1 « Manuel Leiva » - Casilda (Argentina)
- Ms Maria Fidelia Díaz Reyes, Teacher Educator, Facultad Educación Infantil Universidad Oriente (Cuba)
- *Moderator:* Ms Cecilia Barbieri, Chief, Section for Peace and Global Citizenship Education, Division of Peace and Sustainable Development, UNESCO



[VIDEO RECORDING](#)



#### *FURTHER RESOURCES*

- [Short video lectures on education and learning for sustainability](#) by Arjen Wals
- [How to build multi-stakeholder partnerships](#) by Wagening University
- Schools in action, global citizens for sustainable development: [Teachers Guide](#) & [Students Guide](#) UNESCO ASPnet (2016)
- UNESCO Online Course for Youth (in Spanish language only): ["Education for Global Citizenship: Youth, Human Rights and Participation in Latin America and the Caribbean"](#)



[PARTICIPANTS' REFLECTION](#)



[PICTURE GALLERY](#)

## Session 2. Plenary & Small Group Discussions

### **How to teach and learn to transform oneself, community, society and the world to become more just, inclusive, peaceful and sustainable? Relevant practices in ASPnet Teacher Education & Training Institutions (TEIs)**

*In this session, participants discussed the benefits of sharing relevant practices to innovate education to be transformative and ASPnet TEIs shared relevant existing practice examples from their context and institutions.*

#### **ASPnet – A History of Ideas & Actions**

Ms Julie Saito, Chief, Unit for the UNESCO Associated Schools Network (ASPnet), Division of Peace and Sustainable Development, UNESCO



[VIDEO RECORDING](#)



[PPT PRESENTATION & TIMELINE](#)

#### **Thinking about...Innovation and GCED-ESD**

Ms Felisa Tibbitts, Chair in Human Rights Education, Utrecht University & Lecturer, Teachers College Columbia University



[VIDEO RECORDING](#)



[PPT PRESENTATION](#)

#### **Relevant practices in ASPnet Teacher Education & Training Institutions (TEIs)**

**ARGENTINA** “Global Citizenship Education and knowledge dialogue in the context of a civilizational crisis” – Ms Graciela Ester Mandolini, Instituto Superior De Profesorado Nro. 1 Manuel Leiva - Casilda



[VIDEO RECORDING](#) [PPT PRESENTATION](#)

**BELGIUM** “UCLL International Educating Class” – Ms Mieke Van Ingelghem, UC Leuven-Limburg Faculty of Teacher Education



[VIDEO RECORDING](#) [PPT PRESENTATION](#)

**JAPAN** “Practice of transformative education to foster global citizens for sustainable development - Support ASPnet schools and train teachers in Tohoku District Japan” – Mr Tomonori Ichinose, Miyagi University of Education



[VIDEO RECORDING](#) [PPT PRESENTATION](#)

**KENYA** “How Aberdare Diploma TEI prepares student teachers through ESD/GCED elements to transform self and community via ASPnet” – Mr Richard Iyaya, Ms Jaqueline Wanjiru, Ms Esther Iregi, Aberdare Teacher College



[VIDEO RECORDING](#) [PPT PRESENTATION](#)

**NORWAY** Sustainable development and learning outcomes” Ms Gunn Bjørnsen, University of Agder “



[VIDEO RECORDING](#) [PPT PRESENTATION](#)

**PHILIPPINES** “Think local, be global – Transformative learning towards Global Citizenship for the SDGs” – Ms Rowena Raton-Hibanada, Philippine Normal University



[VIDEO RECORDING](#) [PPT PRESENTATION](#)



#### ***FURTHER RESOURCES***

- UNESCO ASPnet Collection of Good Practices (2012): [Quality Education](#); [Education for Sustainable Development](#); [Intercultural Dialogue](#)
- [Preliminary Mapping of Research on how ASPnet fosters global citizens for sustainable development](#)



[PARTICIPANTS' REFLECTION](#)



[PICTURE GALLERY](#)

# Story Circles – Training of Trainers on Intercultural Competencies

## Session 3. Plenary & Small Group Discussions

### Story Circles – Training of Trainers on Intercultural Competencies

*This session allowed participants to engage in a training of trainers on intercultural competencies as an essential component to transformative education, and to provide concrete and practical advice to infuse the Story Circles methodology in teacher education and training.*

#### Opening Remarks

Ms Ann-Belinda Preis, Chief, Section for Inclusion, Rights and Dialogue, Social and Human Sciences Sector, UNESCO



VIDEO RECORDING

#### Story Circle Methodology

- Ms Joyce Monteiro, Assistant Programme Specialist, Section for Inclusion, Rights and Dialogue, Social and Human Sciences Sector, UNESCO
- Ms Darla K. Deardorff, Researcher, Duke University



VIDEO RECORDING



PPT PRESENTATION

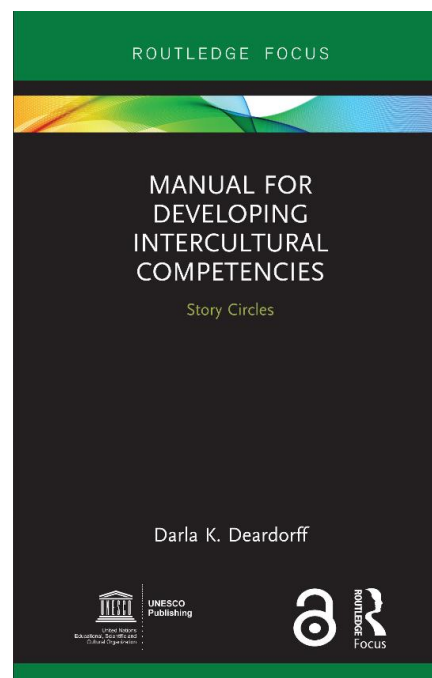
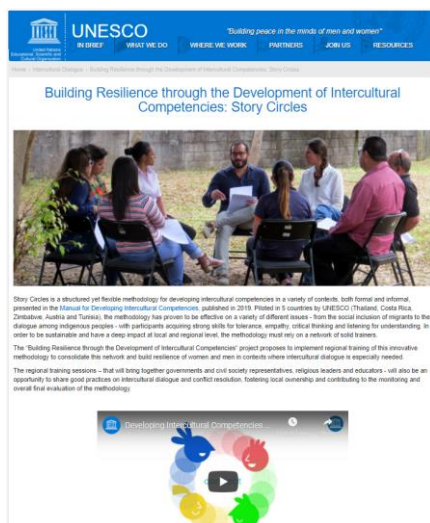


#### FURTHER RESOURCES

- [Manual for Developing Intercultural Competencies: Story Circles](#)
- [Building Resilience through the Development of Intercultural Competencies: Story Circles](#)
- [Developing Intercultural Competencies through Story Circles \(video 2.30min\)](#)
- [Understanding GCED in Asia-Pacific: a how-to-guide for “Taking it local” \(including Story Circles\)](#)



#### PICTURE GALLERY



## Enacting Transformative Education

### Session 4. Plenary & Small Group Discussions

#### Whole-Institution-Approaches

*This session provided concrete ideas and entry points to anchor and leverage transformative education in learning institutions through whole-institution approaches with the objective to promote an institution-wide culture of global citizenship, peace, human rights and sustainability.*

#### Towards a Whole Institution Approach in Transformative Education: The PNU Hubs Experience

Mr Bert Tuga, President, Philippine Normal University (Philippines)



VIDEO RECORDING



PPT PRESENTATION

#### Whole school approaches to promote ESD

Mr Kiichi Oyasu, Director, Education Cooperation Department of Asia-Pacific Cultural Centre for UNESCO (ACCU), Tokyo (Japan)



VIDEO RECORDING



PPT PRESENTATION



#### FURTHER RESOURCES

- ASPnet Pilot Project “Getting Climate Ready – A Whole-School Approach to Climate Action” ([Guide for Schools](#), [Trailer](#), [Documentary](#))
- ACCU: [Video](#) ESD through whole school approaches & [Collaborative Learning Project on Food & Workshop Report on Future of ASPnet in Japan and WIA](#)
- ASPnet Okayama [ESD Video Learning Material](#): Teachers Engaged with the Community



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## Session 5. Plenary & Small Group Discussions

### Activating transformative mindsets – Change challenges enabling transformative practices

In this session participants explored five key questions:

1. How do we include diversity and extra-curricular activities in our teaching?
2. How do we link policy and practices?
3. How do we bring the Indigenous wisdom of the past into our current teaching?
4. How do we strengthen the qualities of kindness, respect and care in teacher education?
5. How do we deepen assessment so that it strengthens teaching rather than inhibits the transformation potential?

### Video clips for discussion and dialogue between

- Mr Jim Taylor, Research Associate, University of KwaZulu-Natal (South Africa)
- Mr Rob O'Donoghue, Emeritus Professor, Rhodes University (South Africa)
- Ms Mieke Van Ingelghem, Lecturer, UC Leuven-Limburg Faculty of Teacher Education (Belgium)

**“Teaching For Our Times”** by International Young Teachers from the UC Leuven-Limburg Faculty of Teacher Education (Belgium)



VIDEO CLIP

**“Inclusivity & Engaging Local Concerns – Why was my school experience in India so transformational?”** by Mr Erik Eschweiler, Associate Project Officer, UNESCO Unit for ASPnet



VIDEO CLIP

**“Connecting Policy & Practice: ESD for Global Citizenship Education”** by Mr Pandelani Dzhugudzha, Department of Forestry, Fisheries and the Environment in South Africa



VIDEO CLIP

**“Teaching for transformation through Indigenous Knowledge Practices”** by Ms Lindiwe Ndlamlenze, Teacher in the Education Department of Kwazulu Natal, South Africa



VIDEO CLIP

**“Teaching for kindness and learning through UCLL (International Educating Class)”** by Ms Dechem Pem, Teacher Educator, Bhutan



VIDEO CLIP

**“Suspending Judgement and Strengthening Confidence (Agency) and Learning the Non-Judgemental Way”** by Ms Karine Hindrix, Teacher Educator, UC Leuven-Limburg Faculty of Teacher Education



VIDEO CLIP



VIDEO RECORDING



### FURTHER RESOURCES

- Short video lectures by Professor Rob O'Donoghue: [ESD competencies in school subject teaching](#); [The intermeshing landscapes of evaluation and ESD](#); [Assessing learning together](#)
- The 4 T's – [Transformation, Transgression, Transdisciplinary and Togetherness](#) – by Heila Lots-Sisitka (UNESCO Conference, Berlin, May 2021)
- Taylor, J., O'Donoghue, R and Venter, V. (2018) [How are learning and training environments transforming with Education for Sustainable Development?](#) In Leicht, A., Heiss, J. and Byun, W. (eds) (2018) *Issues and trends in Education for Sustainable Development*. UNESCO, Paris.
- University-Campus Leuven Limburg: [International Educating Class \(IEC\)](#)



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## Session 6. Plenary & Small Group Discussions

### Living heritage as an enabling force for transformative education

In this session, participants explored the relationship between living heritage safeguarding and transformative education through concrete examples. Key questions for discussion included:

- What is the added value of living heritage for transformative education and vice versa?
- How can we integrate living heritage in a meaningful way?
- What are the challenges, and how can they be overcome?
- How can we sustainably integrate living heritage in education?

### Introduction to Living Heritage

- Ms Susanne Schnüttgen, Chief, Capacity building and Heritage Policy in the Living Heritage Entity of the Culture Sector, UNESCO
- Ms Maite Zeisser Gutiérrez, Associate Project Officer in the Living Heritage Entity of the Culture Sector, UNESCO



VIDEO RECORDING

### Relevant practices from ASPnet Schools

**BELGIUM** Mr Rembert Jonckheere & **NEPAL** Mr Dev Raj Maharjan



DOCUMENTARY

**CYPRUS** Ms Olympia Orfanidou & **THAILAND** Mr Praditphong Apherattikul



PPT PRESENTATION

**GREECE** Ms Aikaterini Christodoulou & **REPUBLIC OF KOREA** Ms Eun-kyung Cho



PADLET PRESENTATION

**LEBANON** Ms Sunzina Aoun



PPT PRESENTATION

**SPAIN** Ms Irene Paz Johnstone & Ms María Isabel Brión Caíño



VIDEO RECORDING DOCUMENTARY

**THAILAND** Mr Phongthai Buawat & **LEBANON** Ms Noura Wehbe



VIDEO RECORDING PPT PRESENTATION

**THAILAND** Mr Manit Ta-ai & Ms Wanwisa Pilakantha



### FURTHER RESOURCES

- Brochure on living heritage and education ([EN](#), [FR](#), [SPA](#))
- Audio visual materials providing examples on teaching and learning with living heritage: [Austria](#), [Belgium](#), [Spain](#)
- Web-semantics and graphic visualization “[Dive into Intangible Cultural Heritage](#)”
- [UNESCO Clearinghouse on Living Heritage and Education](#)



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## **Session 7. Plenary & Small Group Discussions**

### **Learning to transform through remote education**

*In this session participants discussed effective approaches for online teaching and learning to foster global citizens for sustainable development with a focus on online multidisciplinary and integrated approaches to learning.*

### **The Case of Distance School Kulkuri – The Role of School Culture in Transformative Education**

Ms Tuija Tammelander, Principal, Distance School Kulkuri (Finland)



*VIDEO RECORDING*



*PPT PRESENTATION*

### **Student Interaction and Cooperation in Remote Learning & Sustainable Development Learning Path in Kulkuri**

Ms Satu Erra, Teacher in Finish Language and Literature, Distance School Kulkuri (Finland)



*VIDEO RECORDING*



*PPT PRESENTATION*

### **Student Council in Distance Education & the Role of Multidisciplinary Learning in Kulkuri**

Ms Essi Palojarvi, Teacher in English and Swedish, Distance School Kulkuri (Finland)



*VIDEO RECORDING*



*PPT PRESENTATION*

### **Closing Remarks**

Mr Tao Zhan, Director, UNESCO Institute for Information Technologies in Education (IITE)



*VIDEO RECORDING*



#### *FURTHER RESOURCES*

- [National Core Curriculum for Basic Education in Finland: focus on school culture and integrative approach](#)
- [Irmeli Halinen: The New Educational Curriculum in Finland \(in Improving the Quality of Childhood in Europe-Volume 7\)](#)
- [Constructive Interaction. A guide to reinforcing democratic participation and preventing hate speech and violent radicalisation](#)
- [Vision of Kulkuri Distance School](#)
- [Quality recommendations for distance education in schools](#) (by OpenDigi – Teachers’ communities for improving learning and digipedagogical skills -project, funded by the Ministry of Education and Culture, Finland)



*PARTICIPANTS' REFLECTION*



*PICTURE GALLERY*



# Future Perspectives/Practices by and for ASPnet TEIs & Global Collaborative Action

## Session 8. Plenary

### (Future) Perspectives & Practices by and for ASPnet TEIs

In this session, the co-chairs of the National Coordinator (NC) Working Group presented the draft Joint 2021 Invitation, which was co-created with NCs and TEIs part of the Change Initiative and which outlines the shared vision, aspirations, commitments and invitation. Participants accepted the Joint Invitation, which provides inspiration and guidance for the road ahead.

### Opening & Welcome

- Ms Julie Saito, Chief, Unit for the UNESCO Associated Schools Network (ASPnet), Division of Peace and Sustainable Development, UNESCO
- Mr Carlos Vargas Tamez, Chief, Section of Teacher Development (Secretariat of the International Task Force on Teachers)



VIDEO RECORDING

### The Joint 2021 Invitation

- Ms Daniela Zallocco, ASPnet National Coordinator (Argentina)
- Ms Nancy Njeri Mbugua, ASPnet National Coordinator (Kenya)
- Mr Stijn Dhert, ASPnet National Coordinator (Belgium (Flemish))



VIDEO RECORDING



PPT PRESENTATION

### Open Floor Discussion & Accepting Joint 2021 Invitation

Moderator: Mr Carlos Vargas Tamez, Chief, Section of Teacher Development (Secretariat of the International Task Force on Teachers)



VIDEO RECORDING



JOINT 2021 INVITATION



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## **Session 9. Plenary**

### **Global Collaborative Action**

*This session will allow ASPnet TEIs to present the collaborative change experiments and projects they are undertaking as part of the Change Initiative, providing concrete ideas and examples of implementation of the aspirations and commitments set out in the Joint 2021 Statement & Invitation.*

### **Opening & Welcome**

Ms Katja Anger, Project Officer, Unit for the UNESCO Associated Schools Network (ASPnet), Division of Peace and Sustainable Development, UNESCO



[VIDEO RECORDING](#)



[PPT PRESENTATION](#)

### **Joint Change Experiment: “Creating the Future together through GCED and ESD in Finland and Kenya”**

- Ms Sari Muhonen, Lecturer, Viikki Teacher Training School, University of Helsinki (Finland)
- Mr Jussi Tomberg, Senior Advisor & Head of Project & Coordination of ASPnet Schools, City of Oulu, Education and cultural services (Finland)
- Mr Richard Iyaya, Teacher Educator, Aberdare Teachers College (Kenya)



[VIDEO RECORDING](#)



[PPT PRESENTATION](#)

### **Joint Change Experiment between Belgium, Finland, Japan, the Philippines, Tanzania, Zambia: “Teaching Together Global Citizenship 4 Sustainable Development (GC4SD)”**

- Ms Mieke Van Ingelghem, Lecturer, UC Leuven-Limburg Faculty of Teacher Education (Belgium)
- Ms Sari Muhonen, Lecturer, Viikki Teacher Training School, University of Helsinki (Finland)
- Mr Tomonori Ichinose, Professor, Miyagi University of Education (Japan)
- Ms Yoriko Hashizaki, Associate Professor, Nara University of Education (Japan)
- Ms Rowena R. Hibanada, Director of Community Partnership and Extension Office, Philippine Normal University (Philippines)
- Mr Fortunatus Mahima, Teacher Educator, Mtwara Teachers College (Tanzania)
- Ms Beatrice Chama, Teacher Educator, Mansa College of Education (Zambia)



[VIDEO RECORDING](#)



[PPT PRESENTATION](#)



[PROJECT FLYER](#)



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### **Interactive Closing**

Ms Julie Saito, Chief, Unit for the UNESCO Associated Schools Network (ASPnet), Division of Peace and Sustainable Development, UNESCO



[VIDEO RECORDING](#)



[PPT PRESENTATION](#)



[PARTICIPANTS' REFLECTION](#)



[PICTURE GALLERY](#)

*With the generous support of  
the Hainan Provincial People's Government:*



## ANNEX – Additional Key Resources & Search Engines

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### **“ASPnet Guide for Members” & “ASPnet Guide for National Coordinators” (2018)**

The ASPnet Guide for Members provides all relevant information about the purpose and meaning of being an ASPnet member, to fully understand and play the role of pioneers in educating for peace and sustainable development, and to give their students the means and the space to grow and act as global citizens. It is for everyone in an ASPnet member institution: the principal or director, the designated ASPnet focal point, teachers, staff, students, the school board and students’ families. It can also serve as a communication tool to the local community, local authorities and partners, visitors and the media. The guide is based on, and supplements, the Guide for ASPnet National Coordinators, which defines the overall governance structure of ASPnet and the roles and responsibilities of its different actors. The [Guide for Members](#) is available online in UNESCO’s Digital Library in Arabic, Chinese, English, French, Portuguese, Russian and Spanish. The [Guide for National Coordinators](#) is available online in UNESCO’s Digital Library in Arabic, Chinese, English, French, Russian and Spanish.

### **“Schools in action, global citizens for sustainable development: a guide for students” (2016)**

This guide aims to introduce secondary school students to Global Citizenship Education and Education for Sustainable Development and provide them with ideas and activities to contribute proactively to a more peaceful and sustainable world. The guide draws on the discussions and activities of almost 1,100 participants from 104 countries, including ASPnet National Coordinators, school principals, teachers, students and experts who contributed to the ASPnet Online Platform: Global Citizens Connected for Sustainable Development in 2014 and 2015. The [publication](#) is available online in UNESCO’s Digital Library in English, French, Spanish and Arabic.

### **“Schools in action, global citizens for sustainable development: a guide for teachers” (2016)**

The teacher’s guide draws on the discussions and activities of almost 1,100 participants from 104 countries, including ASPnet National Coordinators, school principals, teachers, students and experts who contributed to the Online Collaborative Platform ASPnet in Action: Global Citizens Connected for Sustainable Development in 2014 and 2015 with associated activities and initiatives. The [publication](#) is available online in UNESCO’s Digital Library in English, French, Spanish and Arabic.

### **“Trash Hack: Action learning for sustainable development – a teacher’s guide” (2021)**

This guide for teachers is providing a framework and 9 activities following an action-based approach for transformative learning to engage learners and communities around trash, waste management and, more widely, education for sustainable development. The [publication](#) is available online in English, French, Spanish via the UNESCO’s Digital Library.

### **“Global citizenship education: topics and learning objectives” (2015)**

This publication is the first pedagogical guidance from UNESCO on global citizenship education. It is the result of an extensive research and consultation process with experts from different parts of the world. It was developed in response to the needs of Member States for overall guidance on integrating global citizenship education in their education systems. It presents suggestions for translating global citizenship education concepts into practical and age-specific topics and learning objectives in a way that allows for adaptation to local contexts. It is intended as a resource for educators, curriculum developers, trainers as well as policymakers, but it will also be useful for other education stakeholders working in non-formal and informal settings. The [publication](#) is available online in English, French, Spanish, Arabic, Russian and Hindi via the UNESCO’s Digital Library.

### **“Education for Sustainable Development Goals: learning objectives” (2017)**

This publication is intended to guide readers on how to use education, and in particular ESD, in achieving the SDGs. It identifies learning objectives, suggests topics and learning activities for each SDG, and describes implementation on different levels from course design to national strategies. The document aims to support policy-makers, curriculum developers, and educators in designing strategies, curricula, and courses to promote learning for the SDGs. The [publication](#) is available online in English, French, Spanish, Arabic, Chinese, Japanese, Russian and Portuguese via the UNESCO’s Digital Library.

### **“Transformative pedagogy for peace-building: a guide for teachers” (2017)**

This guide is designed to build the capacity of teachers so that they are informed and empowered in why and how to educate for peace-building. It offers an analysis of conflict, examines the role of ethics, expands on the elements of transformative pedagogy and provides practical tools to assess learners’ understanding of peace-building concepts and skills. It concludes with 20 engaging activities to support experiential learning. The [publication](#) is available in English via the UNESCO’s Digital Library.

### **“Teaching Respect for All”- Guide (2014)**

This Teaching Respect for All Implementation Guide comprises a set of policy guidelines, questions for self-reflection, ideas and examples of learning activities to integrate Teaching Respect for All into all aspects of upper primary and lower secondary education, in an effort to counteract discrimination in and through education. It mainly targets policy makers, administrators/headteachers and formal and informal educators. The [publication](#) is available in English, French and Portuguese via the UNESCO’s Digital Library.

### **“Understanding GCED in Asia-Pacific: A how-to guide for *Taking it local*” (2020)**

Targeting teachers, educators, policymakers, as well as other education-related stakeholders, this guide is expected to deepen their understanding of GCED through building knowledge and capacity on the diverse cultural examples of GCED, as well as to generate dialogue and exchanges on stories from the region that can contribute to building more peaceful, inclusive and sustainable societies. Furthermore, this guide presents a concrete step-by-step design on conducting a “Taking it local” workshop on GCED. The [publication](#) is available in English via the UNESCO’s Digital Library.

### **“Empowering students for just societies: a handbook for primary school teachers” (2019)**

This handbook for primary school teachers is a collaborative effort between UNESCO’s Global Citizenship Education (GCED) and UNODC’s Education for Justice (E4J) initiative, which is part of the Global Programme for the Implementation of the Doha Declaration. As part of this partnership, UNESCO and UNODC have also developed a handbook for secondary school teachers that offers access to activities, lessons and units which aim to strengthen the rule of law and promote a culture of lawfulness. The [publication](#) is available in English, French, Spanish and Arabic via the UNESCO’s Digital Library.

### **“Empowering students for just societies: a handbook for secondary school teachers” (2019)**

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### **“Youth empowerment for peace and resilience building and prevention of violent extremism in Sahel and surrounding countries: a guide for teachers” (2019)**

The “Youth Empowerment for Peace and Resilience Building and Prevention of Violent Extremism in Sahel and Surrounding Countries Guide” (Sahel Guide) supports the capacity-building of secondary school teachers and teacher educators to address violent extremism. It understands that Africa’s teeming youth population, if not harnessed creates an opportunity for radicalization and extremism. Therefore, aims to engage, support, and educate youth on peace, resilience building and the prevention of violent extremism. The [publication](#) is available in English and French via the UNESCO’s Digital Library.

### **“Preparing teachers for global citizenship education: a template” (2018)**

This publication provides useful information on integrating GCED concepts, principles and activities into curricula and teaching practices covering a broad spectrum of issues and pedagogies. It contains exemplars illustrating how GCED can be integrated into various subject areas. Diverse resources and materials listed in the document also offer

readers a wide range of references. Underscoring the pragmatic objective of this work is the need for teachers to become global citizens themselves. The [publication](#) is available in English via the UNESCO's Digital Library.

#### **“Global Citizenship Education: Taking it Local” (2018)**

To address the perception that the concept of GCED is concerned mainly with global matters and maybe dissociated from local needs and realities, **UNESCO has identified local/national/traditional precepts and concepts** that are similar to the UNESCO understanding of global citizenship. As culturally relevant expressions of GCED and to contribute to building peace through the implementation of GCED, the concepts identified here can serve as entry-points to teach and learn about GCED in more locally relevant ways. The [publication](#) is available in English and French via the UNESCO's Digital Library.

#### **“Humanistic Futures of Learning: Perspectives from UNESCO Chairs and UNITWIN Networks” (2020)**

The [UNESCO Chairs and UNITWIN Networks](#) from all disciplines and scholarly fields, comprised of 800+ institutions and affiliates in over 110 countries, were invited to prepare think pieces to help advance a shared vision for the future. A selection of 48 independent think pieces are presented in this publication, each of them highlighting key dimensions to be considered in re-visioning and re-purposing education for the future of humanity and the planet. A humanistic approach to education and development is the common thread that weaves together the diversity of contributions into a rich tapestry on learning. The [publication](#) is available in English and French via the UNESCO's Digital Library.

#### **“Global citizenship education and the rise of nationalist perspectives: reflections and possible ways forward” (2018)**

This paper seeks to provide clarification on the evidence of the rise of nationalist perspectives and its causes, and to lay out how GCED is challenged by this phenomenon. It recommends ways forward for the work of UNESCO and other education stakeholders promoting GCED. The [publication](#) is available in English and French via the UNESCO's Digital Library.

#### **“Educational content up close: examining the learning dimensions of Education for Sustainable Development and Global Citizenship Education” (2019)**

This publication summarizes the findings of a study commissioned by UNESCO on the extent to which the three dimensions of learning, believed to be at the core of ESD and GCED, are reflected in pre-primary, primary and secondary education in ten countries, two from each UNESCO region. The [publication](#) is available in English and French via the UNESCO's Digital Library.

#### **“Historical efforts to implement the UNESCO 1974 recommendation on Education in light of 3 SDGs targets” (2016)**

This paper presents an analytic overview of historical efforts by Member States of UNESCO to implement the 1974 Recommendation concerning education for international understanding, cooperation and peace education relating to human rights and fundamental freedoms. The main purpose of the review was to provide a historical overview of efforts to achieve Sustainable Development Goal (SDG) Targets 4.7, 12.8 and 13.3 and their proposed measurement indicators, based on states' historical reporting on the Recommendation. The [publication](#) is available in English via the UNESCO's Digital Library:

#### **“Global Citizenship Education in ASPnet Schools: An Ethical Framework for Action (Canada)” (2018)**

This [report](#) offers teachers and schools an ethical framework to practice global citizenship, based on conviviality and the “whole-school approach”. Written for the UNESCO Associated Schools network (AspNet schools), the report includes a short section on the history of global citizenship education and UNESCO; a section on global citizenship education as an ethical position; a section on "conviviality" and "learning to live together" and a section on activities and strategies that can enhance a global citizenship perspective in schools. The report also provides a variety of resources to integrate global citizenship and indigenous perspectives in classrooms.

### **Search engines to browse additional publications**

You can browse additional publications via the following UNESCO resource banks designed for educators, education planners and practitioners. They offer hundreds of pedagogical ideas for classroom activities and multimedia resources detailing how best to integrate GCED and ESD into teaching and learning, from early childhood care through secondary education:

1. Global Citizenship Education: <https://www.gcedclearinghouse.org>
2. Education for Sustainable Development: <https://en.unesco.org/themes/education/sdgs/material>

### **GCED ONLINE CAMPUS**

Visit and take a course through this e-learning platform on Global Citizenship Education by APCEIU:  
<http://www.gcedonlinecampus.org>